Jewish communities or the Alliance Israelite Universelle) and where the instruction is in French or some other European language.

In MOROCCO, in 1930, there were 10,527 Jewish children in Jewish schools with Arabic, French, or Spanish as their language of instruction; and a few thousand Jewish children in non-Jewish schools. The Jews formed 2-9 per cent of the population, and nearly 25 per cent among the school-children.

In TUNISIA, in 1930, the 11,711 native Jewish children formed 15-3 per cent among the school-children, while the percentage of Jews in the population was only 2-5. Among the Jewish school-children girls formed 49-8 per cent, among the non-Jews only 28-3. Of the Jewish school-children, 8827 attended public schools with Arabic for language of instruction, and 2884 private schools (2546 of them schools of the Alliance Universelle).

In ALGEKIA, in 1929-1930, the Jews formed 1-6 per cent of the population, but 16-9 per cent of the children in kinder-gartens, 8 per cent in elementary schools, and 17-4 in secondary schools.

(d) *The Teaching Staff*

The majority of the teachers in the *chayders* are without proper training for their profession, and their qualifications are frequently poor; but to teach in the Jewish elementary

or secondary schools, or to give Jewish religious instruction in non-Jewish schools, the teacher must have passed a training school and obtained a certificate. Apart from the training schools of the Alliance Israelite Universelle, there are four such schools in Poland (two Hebrew, one Yiddish, and one bilingual) with some 500 students in 1932-1933; one in Berlin and one at Cologne with some 50 students; the Israelite Preparatory College for Teachers in Budapest with some 100 students; the Union of Hebrew and Religious Classes in London, the Teachers' Institute of the Jewish